**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 5.NBT.5**  **The Envision Lesson: 5-8** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Review problem solving strategies: Draw a picture…Solve a simple problem. |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Review Lesson: Use either Mountain Math, Drops in the Bucket, Minute Math, or the Spiral Review 5-8.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Materials: Problem Solving Recording Sheet Teaching Tool 1(Make it double-sided). One copy for each student and one for yourself.*   1. *Go to Problem Based Interactive Learning page 138B.* 2. *Pose the problem and model using the Problem Solving Recording Sheet. During the Show the Problem stage, the students will realize that they cannot complete the problem because they don’t know how many miles Juno rode on Saturday.* 3. *Using the backside of the Problem Solving Recording Sheet model the steps using 10 miles as the distance Juno rides on Saturday.* 4. *Then glue the completed side in their journal as a reference.* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   1. *Show Visual Learning Animation Online 5-8* 2. *Take the online quiz and recording answers in their journal. Then correct as a class.* 3. *Display one problem at a time from the Guided Practice/Independent Practice on pages 138-139 on your document camera, and have them in pairs figure out what is missing or extra information from the story problem.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *1. Assign the Quick Check 5-8, switch papers and correct. Give back papers and go over each problem as a class.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES**  **Differentiated Instruction Intervention Activity page 139B**  (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK**  **Assign Practice and/or Enrichment 5-8 as appropriate for your students.** | |
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